

Bloorcourt Village Early Learning Centre

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Program Statement and Implementation Policy

Bloorcourt Village Early Learning Centre (BCVELC) offers a program that is consistent with both The Ministry of Education (MOE) and the Child Care and Early Years Act (CCEYA). Bloorcourt Village Early Learning Centre has created a program statement to outline its approach, program, curriculum and pedagogy. The program statement incorporates aspects of the Government Guiding Document “How Does Learning Happen” combined with Bloorcourt Village Early Learning Centre’s specific approach and methodology.

Bloorcourt Village Early Learning Centre’s Programming is based on its certainty that children are competent, capable, curious and rich in potential.

This document outlines some of the ways in which this belief is put into practice and the teaching methods used to foster a child’s natural curiosity.

This is not just a prescribed policy document, but that it is actually put into practice. The Supervisor reviews all program plans each week and supervises the implementation of these program plans on a daily basis to ensure all programming adheres to the principles outlined herein. Prior to employment and yearly thereafter staff, all teaching staff are required to review this document and confirm that their teachings and methodology conforms to the parameters in the centres program statement.

Staffs are monitored daily and are formally evaluated on their compliance and performance with respect to the principles of the program statement 6 months after they start working at Bloorcourt Village Early Learning Centre and yearly thereafter. The Goals for each child, expectations for programs, questions and reflections about the program statement are reviewed annually by all the staff and supervisor.

Program Statement

Bloorcourt Village Early Learning Centre (BCVELC) was established in 1988. The centre is located at Bloor and Ossington a brief walk from Ossington subway station. The centre services children from 3 months to 13 years old. The centre reflects the population that we serve and the community that the children live in. The staffs at the centre communicate in a variety of languages (Spanish, Portuguese, Greek, Mandarin and Italian). The centre prepares hot lunch and 3 snacks by the centre chef. The 4 week menu for the children to enjoy is approved by a registered dietician. The menu also provides a vegetarian alternative for the families that request an alternative.

Bloorcourt Village Early Learning Centre creates a welcoming atmosphere by providing a safe, nurturing and stimulating environment focused on developing competent, capable, curious, children capable of complex thinking and rich in potential. Children have an inherent sense of wonder which helps them readily experience joy, and serves as a hard-wired vehicle for learning. All young children are remarkably competent, capable, curious and rich in potential. Bloorcourt Village Early Learning Centre believes children thrive in a program that fosters exploration, play, inquiry, and the thrill of success as well as capitalize on strong relationships between children, educators, and families. At Bloorcourt Village Early Learning Centre we feel that the early years of a child's development set the foundations for a life-long learning in all developmental areas.

The Ministry of Education documents that all staff refers to in our program are "How Does Learning Happen?" Early Learning for Every Child Today (E.L.E.C.T), Think Feel Act: Lessons from research about young children is the Province of Ontario's framework that guides programming and pedagogy in licensed child care settings. The staff also refers to City of Toronto Assessment for Quality Improvements (AQI).

As childcare providers, we aim to create an environment for children to explore using all of their senses. We are to support and guide them as they learn using this instinctive curiosity to fully develop their cognitive, social and emotional potential. Children's physical and emotional well-being is enhanced through engaging interactions and play opportunities. The centre believes that if a child is safe, comfortable and confident in their environment they will reach their highest potential.

While in our care the children have access to quality age appropriate materials throughout the day. The staff plan and create positive learning environments and experiences that support each child's learning and development, fostering the children's play, inquiry and exploration, using our play based curriculum during indoor, outdoor and active play as well as rest and quiet time always giving consideration to the needs of each individual child. The staff will support learning environments and experiences in which each child's learning and development will be supported. The play is extended during our outdoor opportunities for all the children.

As childcare providers, we aim to create a stimulus-rich environment for children to explore using all of their senses. We support and guide them to fully develop their cognitive, social and emotional potential. Children's physical and emotional well-being is enhanced through engaging interactions and play opportunities.

Bloorcourt Village Early Learning Centre promotes exploration, play and inquiry. Each classroom is designed and arranged to make the children feel comfortable and safe, which encourages children to take risks and explore. The classroom is designed in a way materials are accessible to the children at all times. Children are encouraged to use the materials in their own way, mix or add and freely move around from

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different learning areas. Continually changing and adding materials to the classrooms further encourage exploration, play and inquiry. The staffs are responsive to children's queues, needs, and personal interests. The staff fosters responsive interactions with children by asking open ended questions, documenting observations in the children's portfolios and sharing with the child's families, modeling, active listening, and engaging in the fun together by playing at the children's level. Relationships and interactions are further enhanced through praise and hugs, as well as through showcasing individual work, abilities and successes. These experiences support the development of self-confidence and growth and teach the group to celebrate the accomplishments of others.

Bloorcourt Village Early Learning Centre programming includes art, sensory, cognitive/manipulative, science and nature, language and literacy, music and movement, physical (indoor and outdoor) experiences. Educators follow the lead of the children in their classrooms during indoor and outdoor activities. Throughout the day, each child has the freedom to access active and quiet activities. Despite their seemingly endless energy, children cannot continue to play, learn and have fun without a chance to rest and recharge. Rest times are designed to meet the children's needs in accordance with their respective ages and classrooms. If children do not want to sleep, they can engage in a quiet activity for the remainder of the rest period so as not to disturb the other children who are sleeping.

Bloorcourt Village Early Learning Centre encourages positive and responsive interactions among the children, parents and staff. Bloorcourt Village Early Learning Centre fosters strong communication with the parents. The staff communicates with the parents in a variety of methods such as daily written reports for the Infant and Toddler rooms, daily communication with families during pick up and drop off times, families are encouraged to call the centre at any time to speak with the staff to see how their child is doing during the day. Our group of children, parents, extended families, staff and local community agency partners will support our children through positive and responsive interactions. The centre works in partnership with St. Anthony Catholic Elementary School and Dovercourt Public School. We provide an escort service before and after school for the JK/SK (4-5 year olds) and School Age (6-13 year olds) children. Our special needs consultant is part of our team. The consultant works together with the children, staff and families that require additional support during their time at the centre.

In order for the environment to be conducive to exploration, it must be safe and clean. Bloorcourt Village Early Learning centre promotes the health, safety, nutrition and well-being of the children in our care. It is the intention of the program to be an expansion of a warm family and home environment. Overall, the program will reflect a philosophy of positive self-esteem, well-being, health, safety, nutrition: following the Canada Food Guide, independence and a spirit of sharing within a multicultural environment. Bloorcourt Village Early Learning Centre works closely with Toronto Public Health to ensure the health of the children is top priority. Our staff ensures compliance through hands on teaching and monitoring and modeling of personal hygiene routines and healthy habits.

Bloorcourt Village Early Learning Centre encourages children to interact and communicate in a positive way and supports their ability to self-regulate. The staff at the centre explains feelings in terms and language that children can understand and are highly responsive to children's needs. We provide the children with opportunities to explore social problem solving and give them flexibility to make choices in their environments. If children have difficulty self-regulating or navigating a social situation, teachers ask open-ended questions and/or provide suggestions to help a child achieve a desired result. The goal is for the child to experience success rather than an educator solving a problem for them.

Bloorcourt Village Early Learning Centre plans for and creates positive learning environments and

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experiences in which each child's learning and development is supported. In order for children to have the confidence to stretch their boundaries and actively learn, children must have a sense of belonging in their physical environment. Staff at the centre bridge the gap from home to the child care centre by creating environments that encompass the culture and lifestyle represented in each room. Familiar materials, personal photographs and children's artwork is displayed at their level and incorporated into the environment to create a sense of connection and familiarity.

In addition to fostering children's learning, Bloorcourt Village Early Learning Centre supports continuous professional learning for Staff. Staffs are encouraged to attend workshops held on the City Wide Calendar run by Humber College and the centre resource consultant host's workshops during the year for the staff during our monthly staff meetings. Registered Early Childhood Educators in each classroom are provided programming time to allow them to properly research ideas and focus on delivering optimal experiences to the children in their care. Fostering a strong sense of teamwork encourages positive interactions among the staff.

Prohibited Practices

The Ministry of Education requires all child care centre to include a specific list of prohibited practices in the centre's program statement and parent handbook. The language is very strong, but is a requirement of the Ministry of Education.

Bloorcourt Village Early Learning Centre shall not permit, with respect to a child receiving child care at our centre,

- Corporal punishment of a child;
- Physical restraint of a child, such as confining a child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- Locking the exits of the child care centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.

Contravention of Prohibited Practices

Bloorcourt Village Early Learning Centre has a zero tolerance policy for any breach of the Ministry of Education list of prohibited practices. In the event that a staff contravenes any of the prohibited practices listed above, the staff will be terminated immediately with cause and escorted off the premises.

Depending on the nature of the contravention, the police may be called as well as the Children's Aid Society resulting in a serious occurrence filing.

If staffs are alleged to have contravened any of the prohibited practices listed above without direct witnesses or video evidence, the staff may be suspended and the Supervisor and Owner/Director will

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conduct an internal investigation. Outside resources such as police, Children’s Aid Society and legal consultation may be utilized as necessary.

If a staff commits a borderline breach of the prohibited practices (the behaviour may be close to a breach, but is unclear or not quite as severe as the breaches laid out by the Ministry), then the following steps will be taken:

- The Supervisor and/or Director will conduct an internal investigation with legal consultation as necessary. Outside resources may be called to aid in the investigation as necessary such as the police or Children’s Aid Society.
- During the investigation the staff may be suspended with or without pay at the sole discretion of director. This is determined on a case-by-case basis depending on the nature and severity of the accusations made against the staff.
- If the breach is deemed not serious enough for dismissal, then a corrective action plan will be put in place with specific steps to be taken. The staff must sign the action plan to continue employment with Bloorcourt Village Early Learning Centre. If the staffs refuse to sign the action plan then it is considered a resignation of their position. Actions may include specific changes in behaviour, peer mentoring, review of policies with supervisors, or training.
- The staff may be placed on probation depending on the nature of the incident. This would be done in conjunction with implementing a corrective action plan.
- If the staffs have had previous allegations of breach of prohibited practices, or borderline breaches, with an action plan that has not been successfully completed, the staff will be terminated.

Staff Review

All staff, volunteers and student review Bloorcourt Village Early Learning Centre program statement and implementation policy at least yearly. If any changes or amendments are made, whether due to a change in regulations or due to a clarification in Bloorcourt Village Early Learning Centre practices and guidelines, all staff will be coached on these amendments within 30 days of the changes being finalized. A record is kept of each staff’s reviewing of policies, including the program statement and implementation policy, in the staff’s file. The staff signs this record that they have reviewed and understand each of the policies.

Staffs are constantly monitored for compliance with the centre’s program statement (and all other policies) by the Supervisor and Director through one-on-one coaching and direct observation. A formal evaluation form is completed at least once per year on each staff. The completed forms are kept in the staff’s file for the duration of their employment at Bloorcourt Village Early Learning Centre and for a minimum of 3 years thereafter.

I have read and reviewed Bloorcourt Village Early Learning Centre Program Statement, and agree to comply:

Dated at Bloorcourt Village Early Learning Centre this _____ day of _____ 201_.

Staff Signature

Supervisor’s Signature

Staff Name (please print) _____

Supervisor's name (please print) _____

Program Statement Implementation and Prohibited Practices Monitoring

Staff Member: _____

Room: _____

Date of Evaluation: _____

Date Completed: _____

Achievement Levels:

Level 3: Performs all aspects of the job in a consistently competent manner

Level 2: Performance does not fully meet all aspects of the job requirements

Level 1: Performance is below acceptable standards for the job

Promotes the healthy, safety, nutrition and well-being of children	Rating	Comments/ Goals
Do educators provide constant supervision of all children?	① ② ③	
Do educators emphasize strengths not weaknesses?	① ② ③	
Is the environment safe and child friendly and allows children to engage in age appropriate risk?	① ② ③	
Do educators ensure compliance of all Toronto Public Health Regulations?	① ② ③	
Do educators implement self-serve and family style dining?	① ② ③	
Supports Positive and Responsive Interactions	Rating	Comments/ Goals
Do educators address children's questions, needs and personal interests immediately and appropriately?	① ② ③	
Do educators facilitate conversations and interactions? (e.g. answering questions when asked, active listening, modeling)	① ② ③	
Do educators showcase success through praise, positive reinforcement, incentives and displaying individual	① ② ③	

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work?		
Are children observed actively seeking support from adults in the environment?	① ② ③	
Do educators use appropriate language, voice level, tone and positive body language?	① ② ③	
Do educators avoids power struggles with children	① ② ③	
Supporting children’s ability to self-regulate	Rating	Comments/ Goals
Do educators provide guidance about emotions and feelings using language children understand?	① ② ③	
Do educators provide experiences to explore social problem solving?	① ② ③	
Do educators support and provide suggestions to help facilitate self-regulation?	① ② ③	
Foster children’s exploration, play and inquiry	Rating	Comments/ Goals
Do educators encourage children’s problem solving and decision making?	① ② ③	
Are materials available and accessible to children at all times?	① ② ③	
Do children move around the space freely and combine materials from different areas of the room?	① ② ③	
Do educators continually change and add equipment and materials into the classroom?	① ② ③	
Are children observed in activities of their own choosing that may not have been planned for that day?	① ② ③	
Providing child initiated and adult supported experiences	Rating	Comments/ Goals
Do educators observe children’s interests and in response, create meaningful programs?	① ② ③	
Are activities choice based?	① ② ③	
Do educators recorded child initiated	① ② ③	

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experiences on spontaneous activity forms?		
Are educators found on children's level engaging in programming?	① ② ③	
Do educators establish and maintain room control?	① ② ③	
Creates positive learning environments and experiences	Rating	Comments/ Goals
Do educators create a comfortable space that encourages risk taking and exploration?	① ② ③	
Are children's individual successes celebrated?	① ② ③	
Does the classroom reflect culture, diversity and uniqueness of children, families and educators?	① ② ③	
Incorporates play, rest and individual needs	Rating	Comments/ Goals
Is the classroom designed to meet varying needs and challenge children?	① ② ③	
Is there flexibility throughout the day for active and quiet activities?	① ② ③	
Are there minimal wait times during transitions and transition toys available?	① ② ③	
Are children permitted to sleep and waken on their own?	① ② ③	
Are quiet activities available for children who do not sleep during rest time?	① ② ③	
Fosters the engagement and ongoing communication with parents	Rating	Comments/Goals
Do educators provide parents with opportunities to participate in their child's program?	① ② ③	
Do educators engage in daily in-person communication with parents?	① ② ③	
Involving local community and supporting Philanthropic activities	Rating	Comments/Goals

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Do educators link the community to the children's program and learning?	① ② ③	
Do educators engage children in opportunities to learn about giving, generosity and helping others?	① ② ③	
Prohibited Practices	Rating	Comments/Goals
Uses corporal punishment	YES NO	
Use physical restraint with a child i.e. confining the child to high chair, for the purpose of discipline or in lieu of supervision.	YES NO	
Uses harsh and degrading measures, threats or use of derogatory language that is used to humiliate, shame or frighten a child or undermine his/her self-respect, dignity or self-worth.	YES NO	
Depriving child of basic needs (e.g. food, drink, shelter, sleep, toilet use, clothing or bedding)	YES NO	
Inflicting any bodily harm on children including making children eat or drink against their will	YES NO	
Confining children (e.g. locking exits or rooms or confining children in an area without supervision)	YES NO	

Staff Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____